Annotated Bibliography

Abdullah, S., Abdul Rahim, P., Setia, R., Mohamad, R., Ghazali, N., Sabapathy, E., Sekharan Nair, G., Muniandy, M. K., Theethappan, R., Wan Hassan, W. A., & Che Hassan, N. S. I. (2012). Reading for pleasure as a means of improving reading comprehension skills. *Asian Social Science, 8(13),* 233-238.

This article told about a study that was conducted in an Asian university setting where the task of learning and understanding English is a built-in expectation and even the text books are mostly in English. The test was to prove or disprove the connection of reading for pleasure and reading comprehension skills. There was a control group who were just given the pre-test, left to their normal routines, then five weeks later took the post test. The experimental group was given a pre-test on reading comprehension, then supplied with a variety of articles and the tools to help them find what their interests were so that they could read for pleasure in English for five weeks, the given a post test at the end with the control group. The findings for each group weren’t much different from one another, but the group who was helped with finding things they could read and enjoy had a new attitude on the idea.

I liked the idea that the article had in mind, but I don’t believe that only five weeks would make a major difference in showing improved ability with reading comprehension skills. That takes time. However, the attitude surveys showed improvement and enhance intrinsic motivation to read in their targeted English language. I like that the article mentioned the reasons that the students gave for not reading outside of class. Among the mentioned, many said that they didn’t read because they were afraid they wouldn’t understand very well and that it would take them a long time to get through it. It gave the article a personal feel. The study had good intentions, but I believe it should have gone a little longer for the results to be accurate.

Fisher, R. (2006). Whose writing is it anyway? Issues in the control of the teaching of writing. *Cambridge Journal of Education,* 35(1), 193-206.

This article investigates the relationship between teaching methods of writing and the creativity and freedom that students feel when writing in class. The study included interviews with three teachers and their students, and observations of three lessons in each teacher’s class totaling nine observations. They rated teachers responses they gave to students questions in one of three categories: open, scaffolded, or closed. The study concluded that the restraints put on teachers to teach certain material and conventions of writing, they are unable to give students open answers that allow students to write completely freely, but that if they try to leave most of the creative juices to the students, they can be successful in the conventions and in their writing overall.

This article is appropriately titled. I have always been one who thought creativity is stomped on by giving a formulaic way to answer writing questions or writing prompts. I agreed with this article through and through. One thing that the author reported was that the children felt secure in knowing what the teacher expected when it came to their writing. This is a good thing, but as I said this still limits the creativity and doesn’t let the students know that sometimes it is acceptable to break a convention.

Ouellette, G. P., What’s meaning got to do with it: The role of vocabulary in word reading and reading comprehension. *Journal of Educational Psychology,* 98(3), 554-566.

This article told of a study done on a group of fourth graders to determine whether the depth of knowledge of vocabulary or the breadth of knowledge of vocabulary or both affect the reading comprehension level of the student at hand. They found that they both have certain implications in the comprehension of text, but that receptive vocabulary breadth showed a significant variance in their study. The conducted this study by doing an hour long test session with each student with tests on nonverbal intelligence, oral vocabulary, decoding, visual word recognition, and reading comprehension. These test results were used to calculate the correlations amongst them.

This article had a lot of information and could be helpful in teaching student what is important in order to help them as they move along through their school years. However, the article was drawn out and confusing at times because of the use of language and repetition of certain terms, sometimes more than once in each sentence. The author of the article was determined to get her information out because this study was the first of its kind, and I would be interested to find more studies done on this same subject.